

**In The Matter Of:**  
*Education Achievement Authority*

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*Meeting*  
*April 21, 2015*

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*Min-U-Script® with Word Index*

<p style="text-align: right;">Page 1</p> <p>1           EDUCATION ACHIEVEMENT AUTHORITY OF MICHIGAN 2                           JOINT SPECIAL MEETING 3 4 5 6 7 The Meeting of the EDUCATION ACHIEVEMENT AUTHORITY, 8 Taken at 1001 West Fort Street, Room 236, 9 Detroit, Michigan, 10 Commencing at 1:01 p.m., 11 Wednesday, April 21, 2015, 12 Before Earlene Poole-Frazier, CSR-2893. 13 14 15 16 17 18 19 20 21 22 23 24 25</p>	<p style="text-align: right;">Page 3</p> <p>1 Detroit, Michigan 2 Wednesday, April 21, 2015 3 1:01 P.M. 4 5       <b>CHAIRPERSON HAYES-GILES:</b> Good afternoon. 6 I'd like to call this special meeting of the Education 7 Achievement Authority and the Executive Committee to 8 order. And I'm going to ask you, Mr. Winfrey, if you 9 would call the roll to determine if there's a quorum 10 for the EAA Board of Directors, please. 11       <b>MR. WINFREY:</b> Madam Chairperson, Joyce Giles, 12 I'll be calling the roll to determine if there's a 13 quorum. I'll be calling the roll in alphabetical 14 order. 15 Board Member Carol Goss? 16       <b>MS. GOSS:</b> Present. 17       <b>MR. WINFREY:</b> Board Member and Chairperson 18 Joyce Hayes-Giles? 19       <b>CHAIRPERSON HAYES-GILES:</b> Present. 20       <b>MR. WINFREY:</b> Treasurer Michael Morris? 21       <b>MR. MORRIS:</b> Here. 22       <b>MR. WINFREY:</b> Board Member Dr. William 23 Pickard? 24       <b>MR. PICKARD:</b> Here. 25       <b>MR. WINFREY:</b> Board Member Roy Roberts?</p>
<p style="text-align: right;">Page 2</p> <p>1       <b>BOARD OF DIRECTORS:</b> 2 3 Joyce Hayes-Giles, Chairperson 4 Mary Treder-Lang, Director 5 Dr. Timothy Wood, Director 6 Carol Goss, Director 7 Shirley Stancato, Director 8 Michael Morris, Director, by Telecommunication 9 William Pickard, Director, by Telecommunication 10 Veronica Conforme, Chancellor 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p>	<p style="text-align: right;">Page 4</p> <p>1 Board Member Dr. Kim Schatzel? Board Member Shirley 2 Stancato? Board Member Mary Treder-Lang? 3       <b>MS. TREDER-LANG:</b> Present. 4       <b>MR. WINFREY:</b> Board Member Dr. Timothy Wood? 5       <b>MR. WOOD:</b> Present. 6       <b>MR. WINFREY:</b> Madam Chair, you do have a 7 quorum. 8       <b>CHAIRPERSON HAYES-GILES:</b> That's great. 9 Because this is a joint meeting of both the EAA Board 10 and the EAA Executive Committee, I'm going to ask you 11 if you would call the roll to ensure that we have a 12 quorum of the Executive Committee. 13       <b>MR. WINFREY:</b> Madam Chairperson, again, I'll 14 call the roll of the board members in alphabetical 15 order. Board Member Carol Goss? 16       <b>MS. GOSS:</b> Present. 17       <b>MR. WINFREY:</b> Board Member and Chairperson 18 Joyce Hayes-Giles? 19       <b>CHAIRPERSON HAYES-GILES:</b> Present. 20       <b>MR. WINFREY:</b> Board Member Michael Morris? 21       <b>MR. MORRIS:</b> Present. 22       <b>MR. WINFREY:</b> Board Member Dr. William 23 Pickard? 24       <b>MR. PICKARD:</b> Here. 25       <b>MR. WINFREY:</b> Board Member Roy Roberts?</p>

<p style="text-align: right;">Page 5</p> <p>1 Madam Chairperson, you do have a quorum.  2 <b>CHAIRPERSON HAYES-GILES:</b> Okay. Thank you  3 very much. Okay. Our first order of business on the  4 agenda is item two, and that's approval of the agenda.  5 Are there any suggested changes to the agenda that's  6 been presented? Everyone has a copy of the agenda.  7 <b>MR. MORRIS:</b> I would move approval.  8 <b>CHAIRPERSON HAYES-GILES:</b> I do have one  9 suggested change, and that is under section seven,  10 which is entitled: Future Meeting Dates. I'd like to  11 move that we have the date of August 21st, which is  12 today, that should really be removed from the agenda as  13 a board meeting, a regularly scheduled board meeting,  14 and it is a special meeting. So we know that since  15 we've convened already, that that is the case, but just  16 to keep us official, if I could get that slight  17 amendment.  18 <b>MS. TREDER-LANG:</b> I think you said August  19 instead of April.  20 <b>CHAIRPERSON GILES-HAYES:</b> I'm sorry. April.  21 I'm rushing the year. I was wondering why you were  22 looking at me like that. So April.  23 <b>MR. MORRIS:</b> I would move for approval, as  24 amended.  25 <b>MR. WOOD:</b> Second that.</p>	<p style="text-align: right;">Page 7</p> <p>1 a board meeting. So, Mary, that was a motion that you  2 made. So what we need to do is just, because of the --  3 there was some confusion around what was in the minutes  4 and what was posted and all of that, and so it was in  5 error.  6 So if we could, you know, change that, it's  7 our belief that it was intended to be April 21st. So  8 if we can just amend the minutes to reflect that,  9 that's the suggested change. So can I get a motion to  10 approve that?  11 <b>MR. WOOD:</b> So moved.  12 <b>CHAIRPERSON HAYES-GILES:</b> Is there a second?  13 <b>MS. TREDER-LANG:</b> Second.  14 <b>CHAIRPERSON HAYES-GILES:</b> Okay. Any  15 discussion? Okay. All in favor of approving the  16 amended meeting minutes from the previous meeting and  17 adopting Resolution 2015-11, say aye.  18 (Board Members say aye.)  19 <b>CHAIRPERSON HAYES-GILES:</b> All opposed? Okay.  20 The motion carries. The next item on the agenda is the  21 chancellor's update. So, Ms. Conforme, if you would  22 provide us with an update, I'd appreciate it.  23 <b>MS. CONFORME:</b> Good afternoon, Board Members,  24 and members of the public that are present here today.  25 Starting with some positive highlights, we received</p>
<p style="text-align: right;">Page 6</p> <p>1 <b>CHAIRPERSON HAYES-GILES:</b> Great. Hearing no  2 further changes, I would like to make a motion that the  3 agenda, as amended, be approved.  4 <b>MR. WOOD:</b> So moved.  5 <b>CHAIRPERSON HAYES-GILES:</b> Is there a second?  6 <b>MR. MORRIS:</b> Second.  7 <b>CHAIRPERSON HAYES-GILES:</b> All those in favor,  8 say aye.  9 (Board Members stated aye.)  10 <b>CHAIRPERSON HAYES-GILES:</b> All opposed? Okay.  11 The motion carried.  12 Included, also, in the minute packets is the  13 December 17th joint special meeting of the Board of  14 Directors and the Executive Committee.  15 Are there any changes to the minutes that  16 anyone would like to propose? And before you do that,  17 I do have a suggested change. And that is, again, in  18 keeping with the date that we just talked about, April,  19 if you look at the minutes, you will see that there was  20 a reference, we were talking about trying to get  21 regular board meetings set, and there was a proposal  22 that we meet every other month. And given the fact  23 that we had met on February 17th, there was a  24 suggestion that we get the board meeting dates set  25 prior to April 17th, and that we look at April 17th as</p>	<p style="text-align: right;">Page 8</p> <p>1 official notification from the Michigan Department of  2 Education that two EAA schools were removed from the  3 priority list status, Brenda Scott and Trix Academy,  4 that is managed by Performance Academy, our charter  5 partner on this. So that's positive news and news that  6 some schools are moving in the right direction.  7 Second, Pershing High School had a very  8 interesting and exciting week. Comerica Bank donated  9 \$5,000 for their softball-baseball program, and had a  10 ceremony last weekend on the field of Comerica Park  11 before the Tigers game. The J Dilla foundation  12 presented Pershing with a \$10,000 donation, and then  13 surprised them with an additional \$5,000 of a yearly  14 committee. The Pershing Robotics Team also went to  15 Grand Rapids to compete in the state finals. That was  16 covered by the Detroit Free Press, and the governor  17 also signed their robots while he was there. And this  18 is most impressive, since this is a rookie team and  19 they really worked hard with the robotics teacher to  20 prepare for this event.  21 Henry Ford High School's basketball team made  22 it to the state finals for the first time. And Josh  23 Davis, who is the valedictorian, was also named Mr. PSL  24 and was given that award by the Public Schools League.  25 In front of you, you also have highlights of</p>

<p style="text-align: right;">Page 9</p> <p>1 all the valedictorians for EAA high schools this year,  2 with a quote from them. And they will be invited to  3 the NAACP's Freedom Fund Dinner, which Vice President  4 Joe Biden will be the guest of honor. All six  5 valedictorians with their family members will be  6 joining us for that dinner.  7 You'll hear a little later on today a couple  8 presentations. Kwame Simmons, our Associate Chancellor  9 of Innovation, will be presenting on charter review and  10 recommendations for service providers. We're making  11 strides in improving our services and programs in our  12 special education program, and you'll hear from  13 Dr. Eleanore White about some of the work that she's  14 been doing, and some recommendations and directions for  15 our special education program.  16 You'll hear from Tyrone Winfrey, who will be  17 presenting, also, today on graduation requirements,  18 which is a proposal to the board, as well as our  19 student support services and some data that he will be  20 sharing with us. And finally, you'll hear from Harry  21 Pianko, who's also a new dad, he is our CFO, and he  22 will be presenting updates and recommendations on a  23 variety of financial issues, as well as our human  24 capital update report.  25 Thank you. That's it.</p>	<p style="text-align: right;">Page 11</p> <p>1 <b>CHAIRPERSON HAYES-GILES:</b> Okay. So it's --  2 who's doing that presentation?  3 <b>MS. CONFORME:</b> Charter authorization, Kwame  4 Simmons.  5 <b>CHAIRPERSON HAYES-GILES:</b> Okay. Kwame?  6 <b>MR. SIMMONS:</b> Good afternoon. I'm Kwame  7 Simmons, I'm the Associate Chancellor for Innovation  8 with the EAA. It's my pleasure to be here to discuss  9 the work that the EAA has done around school  10 transformation, including potential chartering of the  11 EAA schools.  12 In December, we released an RFP on the  13 michigan.gov site for new turnarounds and operators.  14 This RFP was very successful in not only creating space  15 for some much needed conversation around student  16 outcomes in Detroit, but also in inspiring 11 capable  17 education service providers to respond.  18 In January, at the conclusion of the RFP  19 cycle, we completed an internal review of the  20 applications using the National Association of Charter  21 Schools Authorizers, as well as services for due  22 diligence reporting. In February, we were excited to  23 be engage the community by creating a diverse panel to  24 interview perspective applicants.  25 Finally, on behalf of the chancellor, at the</p>
<p style="text-align: right;">Page 10</p> <p>1 <b>CHAIRPERSON HAYES-GILES:</b> Are there any  2 questions for Ms. Conforme?  3 <b>MS. GOSS:</b> I have just one comment,  4 Ms. Conforme. I'm wondering if the students who had  5 some really great accomplishments could attend a future  6 board meeting so that we might acknowledge that in some  7 way, both the robotics team and our high school  8 valedictorians?  9 <b>MS. CONFORME:</b> That's a great idea, and  10 absolutely, we can make that happen for the next board  11 meeting.  12 <b>MS. GOSS:</b> Thank you.  13 <b>CHAIRPERSON HAYES-GILES:</b> Okay. So that  14 completes -- are there any other -- do you have  15 anything additional at this point?  16 <b>MS. CONFORME:</b> That's it.  17 <b>CHAIRPERSON HAYES-GILES:</b> We can move into  18 the special education plan?  19 <b>MS. CONFORME:</b> Yes.  20 <b>CHAIRPERSON HAYES-GILES:</b> So I would then ask  21 if we can have Dr. White come up and do the  22 presentation on the special education plan. Is it  23 Dr. White?  24 <b>MS. CONFORME:</b> I think it's the charter  25 authorization process and recommendations.</p>	<p style="text-align: right;">Page 12</p> <p>1 end of this presentation, we would like to request your  2 approval of the selected educational providers.  3 At the conclusion of the RFP cycle, we had 11  4 applicant submissions. Upon initial review, the  5 following seven applicants made it to an in-person  6 interview with our panel: Matchbook Learning, American  7 Promise Schools, New Paradigm for Education, I Can  8 Schools, Starr Educational Services, Performance  9 Academies, and The New American Schools.  10 These interviews occurred over the course of  11 two days, with intense questions from our panel of the  12 applicants. At the conclusion of the interviews, the  13 panelists submitted their ranked recommendations of the  14 service providers to the chancellor.  15 In addition to these interviews, we held four  16 community meetings across the city, where we saw over  17 150 parents. We discussed school quality indicators,  18 as well as school data on current performance of our  19 school, and the chancellor made it clear that student  20 outcomes must improve and changes will occur to ensure  21 that they do.  22 Finally, today we're asking you to not only  23 approve the included list of educational service  24 providers, but also provide the EAA board chairperson,  25 Ms. Joyce Hayes-Giles, with the authority to act on the</p>

<p style="text-align: right;">Page 13</p> <p>1 board's behalf to enter into a contract with the Public 2 School Academy Board, following the successful 3 completion of the charter contract development and 4 insurance process. 5 This is the conclusion of our presentation. 6 <b>CHAIRPERSON HAYES-GILES:</b> Okay. Are there 7 any questions from the board? 8 <b>MS. GOSS:</b> I have a question. So each of 9 these departments -- these are management companies 10 that manage charter schools, right? 11 <b>MR. SIMMONS:</b> Yes, ma'am. 12 <b>MS. GOSS:</b> And they have individual boards. 13 Did you say there would be one board for all of them 14 or -- 15 <b>MR. SIMMONS:</b> No, ma'am. Thank you for your 16 question. To clarify, each of them are being 17 recommended to be authorized and to potentially serve. 18 And if a contract is to be executed, they will provide 19 boards to oversee their operations. 20 <b>MS. CONFORME:</b> And that's for both years, 21 2015-16, 2016-17. 22 <b>MR. SIMMONS:</b> Correct, with the opportunity 23 to potentially operate in the fall of '15 or the fall 24 of '16 year. 25 <b>MS. GOSS:</b> And there's been no decisions made</p>	<p style="text-align: right;">Page 15</p> <p>1 we give our chairperson the opportunity to enter into 2 contract with any and all of these. 3 <b>CHAIRPERSON HAYES-GILES:</b> I think what would 4 be helpful, if you would just briefly describe the 5 process we went through in looking at these charter 6 proposals and the involvement you had from others. I 7 think you mentioned that at the last -- 8 <b>MS. CONFORME:</b> Yep. We have a slide. This 9 slide, right. So the process was the applications were 10 due in January. We then engaged with a variety of 11 stakeholders. We vetted the initial pool and widdled 12 it down to seven individuals. The folks -- we then got 13 a group of community leaders, as well as our 14 chairperson served on the committee, to review the 15 quality of the applications. We are now recommending, 16 out of the seven that were interviewed, for six to 17 be -- to move forward to the contracting process, that 18 is vast now. 19 Can you get to the slide with the community 20 involvement? And these were the folks involved. So 21 there were people from -- the executive director from 22 the Detroit Parent Network participated in the two days 23 of interviews. We had parents. We had the director of 24 EMU's charter office participate. We had the CEO of 25 Linked Learning, which is an organization that is</p>
<p style="text-align: right;">Page 14</p> <p>1 about individual schools, these will just be management 2 companies in a pool that, if you made that decision, 3 you could choose from, correct? 4 <b>MS. CONFORME:</b> Right. 5 <b>MR. SIMMONS:</b> Absolutely. 6 <b>MR. WOOD:</b> I have a question, Madam Chairman. 7 <b>CHAIRPERSON HAYES-GILES:</b> Sure. 8 <b>MR. WOOD:</b> Are we looking at one management 9 company operating multiple schools or a few management 10 companies operating multiple schools, or each of the 11 seven management companies operating a single school? 12 What's our thinking here? 13 <b>MS. CONFORME:</b> I'll take that one. We are 14 not recommending that any one of these organizations 15 manage more than one school, as outlined for the 16 2015-2016 school year or for the 2016-2017 school year. 17 <b>MR. WOOD:</b> Just so I have it straight in my 18 head, are we -- we haven't finalized the application 19 process where we're awarding contracts to these folks, 20 or have we? 21 <b>MS. CONFORME:</b> We have finalized the 22 selection process of service providers that would have 23 their boards. Every one of them submitted a 24 recommendation for a board president. We will then 25 enter -- what we are asking in the resolution is that</p>	<p style="text-align: right;">Page 16</p> <p>1 designing pathways for students in doing CTA work. We 2 had the vice president of YMCA. We had a principal and 3 we had a teacher from EAA schools, our chief operating 4 office, and Alice Thompson from Black Family 5 Development. All these people participated in this 6 process. 7 <b>MR. WOOD:</b> Thank you for the clarification. 8 Are we moving six forward or seven? 9 <b>MS. CONFORME:</b> We are moving six. 10 <b>CHAIRPERSON HAYES-GILES:</b> There are five. If 11 you can go back to that. 12 <b>MS. CONFORME:</b> I'm sorry, we are moving five 13 forward. All right. 14 <b>MR. WOOD:</b> Thank you. 15 <b>CHAIRPERSON HAYES-GILES:</b> Okay. Any other 16 questions? Okay. So is there a motion to approve 17 Resolution 2015-12, approving the authorization to 18 enter into agreements with the five charter schools -- 19 charter management organizations, upon successful 20 negotiation and finalization of such agreements? And 21 the five are as you see listed there. 22 <b>MS. CONFORME:</b> Charter services providers. 23 Right. 24 <b>CHAIRPERSON HAYES-GILES:</b> Charter services 25 providers. I think that's what it's called.</p>

<p style="text-align: right;">Page 17</p> <p>1 <b>MS. GOSS:</b> Madam Chairman, I move that.  2 <b>CHAIRPERSON HAYES-GILES:</b> Okay. Is there a  3 second?  4 <b>MR. WOOD:</b> Second.  5 <b>CHAIRPERSON HAYES-GILES:</b> Okay. It's been  6 moved and properly second. All in favor, say aye.  7 (Board Members say aye.)  8 <b>MR. PICKARD:</b> Madam Chairperson, Bill  9 Pickard. May I ask one question? Are either one of  10 those providers based in Detroit for more than three  11 years and/or ownership would be the majority are women?  12 Just curious.  13 <b>CHAIRPERSON HAYES-GILES:</b> So I will give that  14 to the chancellor.  15 <b>MS. CONFORME:</b> Based in Detroit for more than  16 three years. And this is going based on memory, Bill,  17 so New Paradigm for Education, led by Ralph Bland, has  18 been operating in Detroit for more than three years and  19 is minority run. Starr Educational Services, these  20 are -- these are nonprofits, so they are nonprofit, and  21 they have been in existence for more than a hundred  22 years serving in the area. I would highlight those  23 two.  24 <b>CHAIRPERSON HAYES-GILES:</b> Okay. So we call  25 for the question. Any further discussion? Okay. All</p>	<p style="text-align: right;">Page 19</p> <p>1 school district without any connections to Wayne RESA,  2 and we're a local education agency. As an intermediate  3 school district we're required to have a parent  4 advisory committee, and we were able to successfully  5 pool a group of parents with student disabilities  6 together to talk about how we move forward with  7 education in EAA.  8 We also had to develop a special education  9 plan. And the other 26 entities in the state is called  10 an ISD plan, and because we are not governed by any of  11 those ISD plans in the state, the government had to  12 develop one. And I am happy to say, just in time for  13 this meeting, we received a letter from Superintendent  14 Mike Flannigan on April 6th, approving our plan. So  15 despite the fact we've been in existence for three  16 years, we have not had an approved plan. So I'm happy  17 to announce that.  18 <b>CHAIRPERSON HAYES-GILES:</b> Congratulations.  19 <b>MS. CONFORME:</b> Nicely done.  20 <b>DR. WHITE:</b> I'd like to take all the credit,  21 but thank you. We are also a local education agency,  22 and there are over 800 school districts in Michigan,  23 because local school districts and charters are all  24 considered local education agencies. And just like  25 those agencies, we're responsible for teaching and</p>
<p style="text-align: right;">Page 18</p> <p>1 those in favor, say aye.  2 (Board Members say aye.)  3 <b>CHAIRPERSON HAYES-GILES:</b> Opposed, nay.  4 Okay. The motion carries. Thank you.  5 <b>MR. SIMMONS:</b> Thank you.  6 <b>CHAIRPERSON HAYES-GILES:</b> So next, I believe,  7 is the special education plan. And that's going to be  8 presented by Dr. Eleanore White.  9 <b>DR. WHITE:</b> I was a little frightened for a  10 moment because you called me first. And so I was  11 rubbing on Kwame's back so he would get up and speak  12 for me. It's my pleasure to be here today to speak to  13 the board briefly about special education. I joined  14 the EAA late August, just before the beginning of the  15 school year, and I am the first internal director for  16 special education for the EAA. Prior to that, all  17 administrative services for special education were  18 contracted. So I bring to you some changes that have  19 taken place since my tenure. And as some of you may  20 know, I was state director for special education prior  21 to joining the EAA. It was a happy move.  22 I want to talk a little bit about some of the  23 changes. Some of you may know that the EAA is a very  24 different entity than any other school district in the  25 state of Michigan. We function both as an intermediate</p>	<p style="text-align: right;">Page 20</p> <p>1 learning, data collection, and we have funding streams  2 that bring funds into the district, but we do not get  3 Act 18 funds, because that's a county millage. That  4 county millage goes to Wayne RESA, and so the children  5 who are in Detroit can access those funds. So I'm  6 happy to say that we've been working with Detroit  7 Public Schools to determine which students are  8 currently attending EAA schools that can better be  9 served accessing those funds through Act 18. So we are  10 moving forward with them. So we are already working  11 cooperatively with Detroit Public Schools.  12 We have over a thousand students with  13 disabilities. And students with disabilities are  14 general education students first. Special education is  15 not a stand-alone program, it is a support to general  16 education. We have 900 students who are receiving  17 services and programs. I'll talk a little bit about  18 that in a moment. But we have over a hundred students  19 who are receiving speech-only services. And those  20 students may be pulled very minimally out of the  21 general education setting.  22 We are fully electronic now, in terms of  23 being able to import our files, so with our TIENET  24 electronic database system, which took some time to get  25 up and running, we're very confident about our student</p>

<p style="text-align: right;">Page 21</p> <p>1 membership data.  2 We have 48 resource programs in our 12  3 schools. We also have programs that are classroom  4 based for students with autism and for students with  5 cognitive impairments. Those seven programs that we've  6 been able to open for student with cognitive  7 impairments were never in existence in the EAA. So we  8 had over 147 students with cognitive impairments whose  9 needs were being met in the general education setting.  10 We've determined, since August, that many of those  11 students' needs can better be met with a general-based  12 education setting and then moving into a general  13 education setting, as it meets their needs. Everyone  14 is not in general education any more, because we've  15 made some changes there.  16 The slides are moving fast because I'm  17 touching this little remote control, I need to put it  18 down. Let me see if I can back up a slide. Our  19 special education services also include contracted  20 services. We have speech and language, school  21 psychology. And the list that you see are services  22 that all of our students have access to, as indicated  23 as a need on their individual education plans.  24 We talked about the data that we report to  25 the state as a local education agency, as we're</p>	<p style="text-align: right;">Page 23</p> <p>1 meetings. So that means that when they pulled files,  2 there was not evidenced that we received parental  3 consent. It does not mean that the staff did not  4 contact parents. It does not mean that the right  5 people were not in the rooms to develop plans for  6 children. It means that it was not adequately  7 documented in files that we did what we needed to do to  8 indicate that we were compliant. We also were not  9 holding our IEPs in a timely manner. They need to be  10 held at least annually, and we had not learned to write  11 specific goals that were measurable.  12 So, as you can suspect, this year we've had  13 professional development, both in the fall and the  14 spring. Staff has a monthly newsletter that they  15 receive, and they get one-page procedures.  16 Michigan Department of Education requested  17 that we write a procedures manual. We did. However,  18 manuals often sit on the shelf. So when you need to  19 know something, it's hard to pull a manual and figure  20 out what to do. So we write one-page procedures, which  21 are quick reminders to staff, so they know how to move  22 forward when they have questions. We have handbooks  23 for parents, particularly if they're new to coming  24 within the special education programs within the EAA.  25 I hope you can tell I am passionate about</p>
<p style="text-align: right;">Page 22</p> <p>1 required to. And our 2012, 2012-13 and 2013-14 data,  2 indicate that we have an overrepresentation of African  3 American students with cognitive impairments.  4 Now, that does not mean that we did anything  5 wrong, it's simply a data point. There are actually 15  6 data points that local districts report to the state,  7 and the state then moves that information to the  8 federal government. Since we are identified as a  9 district with significant disproportionately, there are  10 provisions under IDEA, that's the federal law for  11 special education, that indicates some activities that  12 we must move forward with. We were focus monitored in  13 the fall, based on the 2013-2014. If we had any  14 findings as a result of being monitored, we had to  15 correct those findings, and we had to move 15 percent  16 of our special education funds to a general education  17 program to provide intervention services. That's  18 called coordinating early intervening services.  19 Now, I don't know how many of you have ever  20 been audited by the IRS, but if the Michigan Department  21 of Education comes in and monitors your file, they will  22 find something wrong. I used to work for them. I  23 know. So we were found to have noncompliance. We were  24 found that we did not do an adequate job getting  25 parental consent and having required participants in</p>	<p style="text-align: right;">Page 24</p> <p>1 what I do. I think that it is imperative that in our  2 school districts we understand that special education  3 is not a place, it is a supplementary program to  4 general education. We are a support. And we move  5 forward with those feelings and purpose. And I don't  6 do it alone, and even though they're not here with me  7 today, I'd like you to know that I have an elementary  8 and a secondary supervisor that work very closely with  9 general education, because anything that happens in  10 special education cannot happen without collaboration  11 with general educators.  12 I appreciate the time that you've allowed me  13 today. I don't know how much you know about special  14 educators, but if you give us too much time, we could  15 take it all. Thank you very much.  16 <b>CHAIRPERSON HAYES-GILES:</b> Thank you,  17 Dr. White. Are there any questions?  18 <b>MR. WOOD:</b> Yes, I have a question for  19 Dr. White, Madam Chairman.  20 <b>CHAIRPERSON HAYES-GILES:</b> Yes.  21 <b>MR. WOOD:</b> Dr. White, regarding our Act 18  22 funding, you mentioned that we were working  23 collaboratively with DPS. Does that mean we are now  24 receiving funding from Wayne RESA?  25 <b>DR. WHITE:</b> We could not receive funds</p>

<p style="text-align: right;">Page 25</p> <p>1 directly, because we are not an ISD. The way that it 2 is set up, the funds go to Wayne RESA, except they move 3 a part of their funds to Detroit, because Detroit is so 4 large. What we can access our programs within Detroit, 5 so we can actually have students educated in Detroit 6 with Act 18 funds. 7 <b>MR. WOOD:</b> Very good. Thank you. 8 <b>MS. GOSS:</b> I have a question about the point 9 you made about overrepresentation of children in 10 special education. You know, I've heard that before, 11 so the kids get identified very early and then they get 12 tracked into special education. 13 Do you have an intentional program to move 14 kids from special ed back into? 15 <b>DR. WHITE:</b> Within the first three weeks that 16 I was here, I hired a contractor to come in and review 17 the files to ensure that all of the student who were 18 identified with cognitive impairments indeed were 19 determined eligibly correctly. So in terms of our 20 students with cognitive impairments, I believe that the 21 reason we have the overrepresentation is because we 22 kept all students in the EAA that could have been 23 educated elsewhere. So I think that our population is 24 skewed. 25 Regarding the high number of students that</p>	<p style="text-align: right;">Page 27</p> <p>1 Chair, I have a question of Dr. White, too. 2 <b>CHAIRPERSON HAYES-GILES:</b> Sure. 3 <b>MS. TREDER-LANG:</b> If I just did a ballpark 4 estimate of the thousand students out of a population 5 of 6400 say, approximately, that's 15 to 16 percent of 6 the population of our students. 7 <b>DR. WHITE:</b> 15.9. 8 <b>MS. TREDER-LANG:</b> 15.9. I knew you would 9 know it exactly. How does that compare on average to 10 the other school districts? 11 <b>DR. WHITE:</b> Higher than the state, less than 12 Detroit. 13 <b>MS. TREDER-LANG:</b> That's what I wanted to 14 know. 15 <b>MR. WOOD:</b> I thought you might want to know 16 that. 17 <b>MS. TREDER-LANG:</b> When you say higher than 18 the state, less than Detroit, is that doing -- how much 19 less? 20 <b>DR. WHITE:</b> Two percentage points. 21 <b>MS. TREDER-LANG:</b> Thank you. 22 <b>CHAIRPERSON HAYES-GILES:</b> Other questions? 23 Thank you. Thank you very much. 24 <b>DR. WHITE:</b> You're welcome. 25 <b>CHAIRPERSON HAYES-GILES:</b> So we'll now move</p>
<p style="text-align: right;">Page 26</p> <p>1 are placed in special education, I believe that if we 2 have better multi-tiered systems of support in our 3 general education environment, which I believe is what 4 the federal government's intent was, when they made us 5 move 15 percent, was to put money into general 6 education programs for second and third graders to 7 really work on literacy and math skills, so that 8 students are not placed in special education. It is a 9 nationwide problem. 10 <b>CHAIRPERSON GILES-HAYES:</b> Thank you. I have 11 been seeing a lot lately on children with autism. So 12 are you able to differentiate or segment, when you look 13 at that population, what the percentage of children 14 with autism is, and are their special programs that you 15 have designed, separate from the -- 16 <b>DR. WHITE:</b> We have two programs for students 17 with autism in our district. And we also have students 18 with autism who are in resource programs. Because 19 every student with autism does not need to be in a 20 special program, but they need to receive instructional 21 support in different ways. So many times their 22 programs are supported with occupational therapists, 23 speech therapists with picture schedules, so that those 24 students can be educated in resource programs as well. 25 <b>MS. TREDER-LANG:</b> So if I just -- Madam</p>	<p style="text-align: right;">Page 28</p> <p>1 into the new business portion of our agenda. The first 2 item is graduation credits. And this is a proposal 3 that will be presented by Kwame Simmons, who is the 4 Associate Chancellor of Innovation, and Tyrone Winfrey, 5 the district's ombudsman. 6 Now, I don't see Kwame, and I see Tyrone. So 7 are you going to take this solo? 8 <b>MR. WINFREY:</b> Madam Chairperson, Members of 9 the Board, esteemed Chancellor, Veronica Conforme. As 10 we move toward the 2015-2016 academic year, the EAA 11 proposes that the board adopt new graduation credits 12 for our high school students. I want to thank my 13 colleague, Dr. Gabriela Gui, for her hard work on this, 14 and we all collaborated on this particular document. 15 The State Board of Education establishes the 16 minimum graduation requirements for students at 18. 17 Yet, local boards of education can establish their own 18 sets of graduation requirements, not fewer than 18 19 credits. The EAA, basically, proposed that we not only 20 meet the Michigan Merit Curriculum Standards, but also 21 we looked at several universities, and we want to go 22 beyond what those universities look at for incoming 23 freshmen as well. 24 This 23-credit framework is designed to be 25 both rigorous and flexible. This pathway will also</p>



<p style="text-align: right;">Page 29</p> <p>1 help our post-secondary students not only seek 2 four-year institutions, but also trade schools, armed 3 forces, as well as various forms of higher education, 4 including two-year institutions. 5 The proposal also gives our students a direct 6 pathway to a higher bar for minimum standards, as far 7 as education at these universities. We also, in order 8 to, basically, look forward to putting this document 9 together, we decided we would contact some of our local 10 and, also, national universities to look at what they 11 were considering for their admissions requirements. 12 As you look at this information, as you look 13 at this comparison chart, we decided that we would 14 select University of Michigan, Michigan State 15 University, and Howard University. The University of 16 Michigan has consistently ranked in the top five public 17 universities in the nation. Michigan State University 18 has consistently ranked in the top 40 public 19 universities in our nation. Howard University is at 20 the top of the historical black colleges and 21 universities, and also ranked within the top 100 of 22 national universities, according to all U.S. News and 23 World Reports, annual college editions. 24 As you can see from the chart, Michigan State 25 and University of Michigan and Howard respectively look</p>	<p style="text-align: right;">Page 31</p> <p>1 also point five economics as well, which also meets 2 proficiency in the state content standards. 3 When you look at science, again, this is the 4 area that is very -- mathematics and science are very 5 key to stem areas when students go into higher 6 education. Here, in science, we're looking at one 7 credit for biology, one for physics, and one for 8 chemistry. And then also, again, the EAA has gone 9 beyond the standard and said we want one additional 10 credit in a district-approved science course pertaining 11 to that particular high school. 12 I can witness -- in my 14 years at the 13 University of Michigan and subbing at Michigan State, a 14 lot of times students want to go into the science area 15 such as pre-medicine, or other science-based areas, and 16 they don't have the science coming out of high school, 17 so this is very key when students want to go into those 18 areas. 19 Also, for physical education and health, 20 you're looking at point five for physical education and 21 point five for health, and then the visual arts, one 22 credit. That can be in things like visual arts, 23 performing, and applied arts. 24 Another very significant area is world 25 language. The college and universities are saying</p>
<p style="text-align: right;">Page 30</p> <p>1 at 20, 20 and 17 credits, as far as incoming students 2 coming to their institutions. Again, the EAA is 3 proposing 23 credits. The main difference in our EAA's 4 credit structure is one additional year of science, 5 also a year of physical education and the arts, which 6 are very critical areas when you look at going into 7 higher education for a student's life work. 8 Our policy fits well with the University 9 College of Nursing and Engineering. As you see, they 10 also want a fourth year of science. The new proposed 11 credits not only meet the Michigan Merit Curriculum, 12 but go beyond these three universities and other 13 universities we've polled as well. 14 In looking at the new policy, we're looking 15 at four years of English credits, which also gives 16 students proficiency in the core common standard areas. 17 Mathematics, four credits. Algebra I, Algebra II and 18 also geometry. 19 The key thing here, Board Members, are not 20 only three areas of mathematics, but also a fourth year 21 of math experience that is defined by that particular 22 high school. When you look at social studies, we're 23 looking at three years. One credit for U.S. History, 24 one for World History, which will be basically 25 geography as well as government and civics, and then</p>	<p style="text-align: right;">Page 32</p> <p>1 we're not only looking at a global society, we're in a 2 global society. So, therefore, students need to have 3 foreign or world languages when they come to these 4 institutions. 5 The EAA is, basically, looking at two years 6 of language credits, and this can be in the form of 7 course work or world language or an equivalent of 8 experience in grades K through 12. 9 Also, the EAA has gone beyond, by looking at 10 online experience. This can be defined as a course or 11 learning experience that is, basically, looking at 12 technology, web design, or other technological courses. 13 And then also elective courses, we're looking at four, 14 which also, basically, helps with students looking at 15 elective areas going on to their higher education 16 life's work. Students may also earn five additional 17 credits from 200 hours of documented community service. 18 These can be internships. There's also work experience 19 while enrolled in high school. 20 Then, if you look at the proposed policy 21 overall, along with the 18 credits, we want to make 22 sure our students go beyond those credits and look at 23 advanced placement courses, career and technical, 24 college course work, early college, independent 25 teacher-guided study, college courses, online classes,</p>

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1 project-based learning, work-based learning programs,  
2 as well as testing out of certain classes as well. And  
3 basically, the EAA will also recommend that, well, not  
4 mandate, but that these courses be looked upon as a  
5 certain sequence of courses within each high school.  
6 And overall, if you look at the last slide,  
7 this is what we're proposing from a chart perspective.  
8 You can see the mathematics, the language arts, the  
9 science, social studies, physical education, the arts,  
10 as well as world language, and it adds up to 23  
11 credits.  
12 Thank you.  
13 **CHAIRPERSON HAYES-GILES:** Okay. Now, we'll  
14 open it up for questions. And I'll just start with why  
15 did we have so many -- we're recommending to go to 23  
16 from 28. How did we get to 28 from the outset?  
17 **MR. WINFREY:** Well, when I look back at the  
18 beginning days of EAA, I think that, Madam Chair, it  
19 basically was a premise to make sure that our students  
20 were at a much higher level. But at the same time, the  
21 28 credits do not, as you see with the prestigious  
22 universities, as well as the Michigan Merit Curriculum,  
23 basically, it's well beyond that prospective. So I  
24 think 23 credits is very viable, considering the 28.  
25 **MR. WOOD:** Madam Chairman?

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1 **CHAIRPERSON HAYES-GILES:** Dr. Woods?  
2 **MR. WOOD:** I have a question. Mr. Winfrey,  
3 regarding the 200 hours of documented service, do we  
4 have organized programs within our high school to  
5 assist with that initiative, or are we working on it?  
6 **MR. WINFREY:** Yes, we do have programs that  
7 assist with that. But we're continuously looking at  
8 various other ways. Part of my role is to partner with  
9 community organizations to make sure that we can get  
10 that community service. But most high schools already  
11 have that as well. But we're looking to expand that as  
12 well.  
13 **MR. WOOD:** Thank you.  
14 **MS. STANCATO:** My question really has to do  
15 with staffing. Do we have the teachers in place who  
16 have this background to be able to provide the classes?  
17 And I know one of the things that comes up often,  
18 particularly when it relates to honors course work, et  
19 cetera; oftentimes, it's not available to a student  
20 within a particular school. So do we have that  
21 available in each of our schools or in all of our  
22 schools, number one? Do we have to gear up or all of  
23 our teachers to provide these requirements? And as it  
24 relates to honors courses, are these honors courses  
25 currently available, or do we have to ramp up to get

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1 there?  
2 **MS. CONFORME:** Thank you. I'll take that  
3 question. So we would be looking to approve this for  
4 the next school year. And you're absolutely right,  
5 we're going to have to take a look at the staffing that  
6 we have, and if we have all of the content areas  
7 covered in each of the high schools. So that's  
8 certainly something -- a process that would happen  
9 simultaneous to the budget process.  
10 And then secondly, do we have honors AP type  
11 courses. We don't have many in the high schools right  
12 now. So that is another area of hiring. There are a  
13 couple AP courses in a few of our high schools, but  
14 that is not extensive and it is not the norm right now.  
15 **MS. STANCATO:** Okay.  
16 **CHAIRPERSON HAYES-GILES:** Okay. Go right  
17 ahead, Carol.  
18 **MS. GOSS:** So I actually have two questions.  
19 One, because I'm just not clear about whether or not --  
20 do our high school students now still go to school  
21 year-round, like through the summer or not?  
22 **MR. WINFREY:** The seniors --  
23 **MS. CONFORME:** Go ahead.  
24 **MR. WINFREY:** The seniors are graduating in  
25 June, but the juniors, the sophomores, and the freshmen

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1 do have an extended year. And also they can couple  
2 that or go on campuses for academic studies at  
3 universities, they can have a work experience. So the  
4 schools have a way to work that out with a particular  
5 student or a particular school.  
6 **MS. GOSS:** So that's considered like a  
7 semester, the summer is?  
8 **MR. WINFREY:** Yes.  
9 **MS. GOSS:** My second question is, I know that  
10 there is a required member of classroom hours that  
11 students must meet. So if students have only 18  
12 credits, would they meet that required number of  
13 classroom hours for the school year, for the four  
14 years?  
15 **MR. WINFREY:** Well, the 18 that you see  
16 there, regardless to this funding, Michigan Merit  
17 Curriculum, which that's their standard, we are going  
18 beyond that for 23. So, basically, they're looking at  
19 the charts, the English, the four years, math, if I'm  
20 answering your question.  
21 **MS. GOSS:** So if a student only has 18 hours,  
22 18 hours of credit over the four-year period in the  
23 EAA, that student cannot graduate, right?  
24 **MR. WINFREY:** Yes. No, I'm saying they would  
25 need to have -- basically, we're proposing that they

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1 have the 23 credits to graduate. They need that.  
 2 **CHAIRPERSON HAYES-GILES:** But this will not  
 3 affect those graduating this year?  
 4 **MR. WINFREY:** That's correct. That's next  
 5 year. We want them to have the 23. Not only is it,  
 6 again, meeting our standards, but it's helping them to  
 7 go on to the higher education institutes that we've  
 8 discussed, as well as over 3,500 schools in this  
 9 nation, which it's very important that they meet these  
 10 type of standards.  
 11 **MS. GOSS:** So do you know -- it sounds like a  
 12 minimum standard, 18 does, to me. But do you know, or  
 13 maybe Dr. Gui knows, the thousand plus hours that a  
 14 student must have in the classroom, do it meet that?  
 15 **DR. GUI:** If I may? Those are required by  
 16 each school. And because we have an extended year, we  
 17 only meet, but exceed the requirement for the number of  
 18 days of school.  
 19 **MS. GOSS:** Okay. Even if you only had 18  
 20 credits over the four years?  
 21 **DR. GUI:** Yes, because the 18 credits would  
 22 happen in 300 days. But, in our case, we are  
 23 processing the 18 credits so we pass the Michigan Merit  
 24 Curriculum requirement for graduation. So we will not  
 25 have a problem here because the graduation requirement

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1 is 28 credits. So to go from 28 to 23, it's not a  
 2 problem, this is why we could implement this beginning  
 3 with the class of 2016.  
 4 To address the question why we would have 28.  
 5 I think that we were too ambitious and we really had  
 6 big, big expectations of our students, but we also have  
 7 to be aware that our students are coming to us behind,  
 8 with four or five years behind in reading or  
 9 mathematics, and so this graduation has to be within  
 10 reach, but also they have to be prepared rigorously for  
 11 college life. So we thought that 23 is a good balance  
 12 between making sure that it's doable. The 23 credit  
 13 hours assures that our students can get motivated, that  
 14 graduation is a possibility and it's reality, will  
 15 become a reality, but also will assure that they're  
 16 college ready.  
 17 **MS. GOSS:** If I could just ask one final  
 18 question. So if I were a parent and these kinds of  
 19 changes were taking place, I'd have questions about it.  
 20 So I'm wondering, have you had some parent meetings?  
 21 Have you had some community meetings? What do parents  
 22 in the community think about it?  
 23 **DR. GUI:** Yes, as a matter of fact we  
 24 recently had four parent forums, the chancellor was  
 25 present, and we discussed among the topics, career and

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1 college pathway for their students. And we truly  
 2 believe that the adjustment in the credits will help  
 3 with the retention of students. Because many parents  
 4 said, well, if you require 28 credits for graduation,  
 5 and other school systems require only 18 or 20, I'm  
 6 going to take my child there so that they can graduate,  
 7 you know, sooner. So we took their wishes and needs in  
 8 consideration as well.  
 9 **MR. WINFREY:** And Dr. Gui puts out a great  
 10 point. When we first started, we were very ambitious,  
 11 and some parents did question the 28 credits. And now  
 12 the 23 is a great balance between that 28 and that 18,  
 13 which is required in the state of Michigan.  
 14 **CHAIRPERSON HAYES-GILES:** Other questions?  
 15 Okay. Is there a motion to adopt Resolution 2015-13,  
 16 approving the high school graduation policy?  
 17 **MR. WOOD:** So moved.  
 18 **MS. TREDER-LANG:** Second.  
 19 **CHAIRPERSON GILES-HAYES:** Okay. It's been  
 20 moved and properly second. Is there any discussion?  
 21 All in favor of adopting Resolution 2015-13, approving  
 22 the high school graduation policy, say aye.  
 23 (Board Members say aye.)  
 24 **CHAIRPERSON HAYES-GILES:** Those opposed, nay.  
 25 Okay. The motion carries. Thank you very much,

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1 Mr. Winfrey. It was a good report. And, Dr. Gui,  
 2 thank you.  
 3 So the next item on the agenda is our --  
 4 under new business is the financial update. And the  
 5 new dad, Mr. Pianko, you look wide awake, for now  
 6 anyway. He's our CFO, and as we heard earlier, the  
 7 recent dad of a little boy.  
 8 **MR. PIANKO:** Boy, yes.  
 9 **CHAIRPERSON HAYES-GILES:** How many days now?  
 10 **MR. PIANKO:** Six days. He was born on the  
 11 15th.  
 12 **CHAIRPERSON HAYES-GILES:** On tax day.  
 13 **MR. PIANKO:** Yes.  
 14 **CHAIRPERSON HAYES-GILES:** That will come in  
 15 handy down the road.  
 16 **MR. PIANKO:** He planned it that way.  
 17 **MR. MORRIS:** I just want to add that I spoke  
 18 with Harry on the day that that little baby was born,  
 19 so he was still working, even though he was doing the  
 20 fatherly things that were required.  
 21 **CHAIRPERSON HAYES-GILES:** Thank you.  
 22 **MR. PIANKO:** So getting into budget amendment  
 23 one, just a refresher. So our budget year goes from  
 24 July 1 to June 30th, and so this is the first amendment  
 25 to the budget that was approved late June.

<p style="text-align: right;">Page 41</p> <p>1 First piece, just to note that the EAA does 2 not collect any property taxes. We're required to note 3 this in every presentation. 4 So a few high-level points about the budget. 5 So the EAA only has a general fund, so all the revenue 6 and expenditures are in the general fund. And the two 7 big drivers of the majority of these changes are, one, 8 our student count. So for those of you that remember, 9 the original budget had 6,165 kids, RFTes, in the 10 direct run schools, and plus about a thousand in our 11 charters, and we're up about 300 in our fall count this 12 year in the direct run schools, and you'll see that in 13 the budget. 14 Then the other piece is our federal grants. 15 So our federal grant budgets have now been fully 16 approved. And the federal grants have a different 17 year, start and end day than we do in our fiscal year. 18 So the federal grants start October 1 and end September 19 30th. And now that all of the grants are approved and 20 the amendments are approved, we have put the entire 21 grant budgets within our budget amendment one. Even 22 though they end 9/30, that is the convention, because 23 oftentimes if you need to make purchases of supplies or 24 those things, they will be purchased in this fiscal 25 year. Most likely, on June 30th, when I present the</p>	<p style="text-align: right;">Page 43</p> <p>1 amendment one, due to adding the federal grants as they 2 were approved. 3 So again, local revenue also increased a 4 little due to private grants. I know you hear me say 5 this every time, we're very conservative in how we 6 budget private grants. I say we don't put it into the 7 budget until we've gotten the money or its guaranteed. 8 Also, something to note is that we are fully 9 self-sustained operationally, so all of these private 10 or local grants are all for startup-type costs. 11 And then, again, talking about the federal 12 revenue. Looking at expenditures, you can see in our 13 original budget all the big chunks, things that go 14 right to the school's basic programs, added needs, 15 pupil support, instructional support staff, school 16 administration, even the operations of maintenance, 17 which includes leases, it includes security, it 18 includes facilities like maintenance and janitorial. 19 And then looking at the amended budget, you 20 can see that the only one to really change, in terms of 21 size, is instructional support staff. And that is 22 teachers in the classroom and helping out right in the 23 schools. 24 A couple of high-level points about 25 expenditures, before we get into the detail. Again,</p>
<p style="text-align: right;">Page 42</p> <p>1 budget amendment number two, you will see some of the 2 amounts come down, as amounts will be rolled over to 3 the next year and carried over. But we do have the 4 full amount of the federal grants within the budget. 5 <b>MR. MORRIS:</b> Harry, let me interrupt you for 6 a minute. I want to make sure that my colleagues 7 appreciate that this 10.24 million surplus comparative 8 budget, as Harry suggested, is going to cover some of 9 this year's expenses, but also some of next year's, and 10 we'll see that in the amendment number two that we'll 11 all take a look at in June. 12 So, typically, when you look at something and 13 you see this kind of an upset, you feel very 14 comfortable, as we should, but remember some of this is 15 going to be dedicated to our next fiscal year or our 16 next calendar year. 17 <b>MR. PIANKO:</b> Absolutely. And we'll get into 18 the detail between the revenue line, some of the big 19 changes and expenditures in a little bit. But you can 20 see it went from an 86 million dollar budget to about 21 97 million. 22 Looking at revenue, the original budget that 23 we approved in June, we can see revenue at 62 and a 24 half percent, federal at 35, and as we would expect, 25 federal revenue has increased, as a percentage, in</p>	<p style="text-align: right;">Page 44</p> <p>1 federal expenditures have increased to match the 2 revenue. In case you don't know, federal grant revenue 3 always equal expenditures. The instruction support 4 staff we talked about was the federally funded, and 5 then operations and maintenance, which I break out in 6 detail, includes the rent. Okay. 7 Looking at our fund balance, the original 8 budget that was approved June 30th, I think we were a 9 little over 90,000, as a fund balance. So we're making 10 progress in the right way. We are a little more 11 150,000 projecting. 12 <b>MR. MORRIS:</b> So, you know, Chancellor, maybe 13 you can help us all understand a little bit more. The 14 instructional staff line is considerably above what our 15 original budget plan was, and I know there's good 16 reason for that, and I don't want to put you on the 17 spot, but give us a little coloring on this 7.8 million 18 dollars? 19 <b>MS. CONFORME:</b> Our original budget plan was 20 based on, roughly, a 6,100 student register. When we 21 increased in the number of students, we had to hire 22 additional teachers to be able to respond to the 23 increase in register. The audited fall register was 24 64 -- 25 <b>MR. PIANKO:</b> 6,469.</p>

<p style="text-align: right;">Page 45</p> <p>1 <b>MS. CONFORME:</b> So that included many more  2 students in several schools, and also the need to hire  3 additional students.  4 I will also say you heard from Dr. Eleanore  5 White earlier about special education. There's been a  6 lot of work that she's done to clean the special  7 education data, ensure that we're providing services,  8 and so there's also a higher number of special  9 education teachers that are providing services and  10 support to students.  11 <b>MR. MORRIS:</b> Go ahead, Harry.  12 <b>MR. PIANKO:</b> The other piece of that is  13 twofold. One, we give a lot of autonomy within our  14 federal grant programs to the schools to choose what  15 they want. And because we've done a lot better job of  16 bidding out these contracts and these vendors, in  17 saving some money, that freed up more of the federal  18 dollars for the principals to choose how to spend it  19 and so they were able to add more staff.  20 <b>MS. CONFORME:</b> So those staff that are funded  21 through the Title programs are specifically  22 instructional staff, like coaches and others that are  23 approved by our Title programs.  24 <b>MR. MORRIS:</b> And actually, what I really was  25 after, and you both have done an excellent job, I just</p>	<p style="text-align: right;">Page 47</p> <p>1 aid restricted did go down by about 2.2 million. That  2 is primarily due to our at-risk funds. So what happens  3 is that is a direct byproduct of free and reduced  4 lunch, and how many students and parents choose to fill  5 out the forms, and then how many funds are available at  6 the state as well. So it was a reduction this year.  7 We knew it -- we did not know it at the time of  8 budgeting, but we knew it very shortly after, and we  9 were able to adjust.  10 Federal grants: As Mike talked about, about  11 nine million of that ten going forward is now added  12 into federal revenue for approved budgets. The other  13 million and a half dollars, if you remember when I said  14 last year we had timing issues last year where I had to  15 report all the federal grant expenditures to last year  16 and the revenue would not be recorded until this year,  17 and there was this mismatch of funds, the nine and a  18 half million is that revenue coming in.  19 <b>CHAIRPERSON GILES-HAYES:</b> Harry, if we would  20 go back to what you said about reduction in state aid,  21 the restricted, parents not filling out the forms.  22 <b>MR. PIANKO:</b> Yes.  23 <b>CHAIRPERSON HAYES-GILES:</b> Now, is that an  24 opportunity -- I mean, I'm assuming the need is still  25 there and that these students still need the meals and</p>
<p style="text-align: right;">Page 46</p> <p>1 want everyone in the public who might be with us today,  2 and my colleagues who are on the board, to appreciate  3 that not one dollar is spent without a great deal of  4 forethought and adding value, in any every way, to the  5 experience for the kids, but in the class, outside of  6 the class, and particular in the special ed, as we just  7 heard, and we all feel pretty good on how we're  8 spending these incredible amount of dollars on behalf  9 of the children and their parents and, I think, in  10 bringing to these student.  11 <b>CHAIRPERSON HAYES-GILES:</b> Thank you, Mike.  12 <b>MR. PIANKO:</b> Moving on to the revenue detail.  13 Just a couple points I want to hit on. The gifts and  14 donations line item, that is the local grants for  15 startup costs, so we have received more than we  16 budgeted. And so, again, we budget very  17 conservatively, and so no surprise that it has gone up,  18 because we did receive those grants. Things covered  19 under that are special career and technical educational  20 programs. Development of principles, as well as  21 improving our data policies and data collection and  22 analyzing the data collection and analyzing the data.  23 Also, you can see the state aid unrestricted.  24 That is the direction relation, that 2.2 million dollar  25 increase, that is from having more students. The state</p>	<p style="text-align: right;">Page 48</p> <p>1 all of that.  2 <b>MR. PIANKO:</b> So that's why we don't get many  3 forms. Every student gets a free lunch in our  4 district. They get it regardless of whether they fill  5 out the form or not. So a lot of parents have an  6 aversion to filling out the forms.  7 <b>CHAIRPERSON HAYES-GILES:</b> And understandably,  8 because there's no incentive.  9 <b>MR. PIANKO:</b> Although we are working with our  10 food service provided to try to incentivize them to  11 push harder for them to fill them out.  12 <b>CHAIRPERSON HAYES-GILES:</b> That's two million  13 dollars.  14 <b>MS. CONFORME:</b> Our school service provider is  15 Detroit Public School Service, so we contracted with  16 them, and Harry has been meeting with them on a  17 consistent basis to try to figure out how to implement  18 more structure on how to get more forms.  19 <b>MR. PIANKO:</b> Other questions on revenue?  20 Moving into expenditures, or the first half of them.  21 So you can see, on the instruction side, as you would  22 expect, the first couple lines, we are spending more  23 because we have more students. In terms of secondary  24 instruction, the savings are just due to how we  25 budgeted. We budgeted more secondary students than</p>

<p style="text-align: right;">Page 49</p> <p>1 there were in fewer elementary, middle school.  2 Preschool program, again, more students than  3 we budgeted. We get special funds for our preschool  4 program, so that is essentially a matching program  5 where the dollars we get are the dollars we spend. So  6 we're fortunate to have more students than we budgeted.  7 Special education, this includes the special  8 education teachers, as well as special education  9 management. This savings is primarily much due to  10 Eleanor White. Not only did you see all the great  11 things that she's accomplishing, but by bringing the  12 management in-house, the dollars are going where they  13 need, to the students, and we're spending a lot less on  14 special education management, while, in my opinion,  15 giving a lot better service.  16 Looking at compensatory education. That's  17 sort of the catchall account for Title I, that is any  18 extra Title I services. So the reason that's reduced  19 is, as the budgets get approved, we move them to other  20 accounts that are more descriptive.  21 Also, other pupil services. That is the  22 reason for the \$633,000 extra spent. Is we, at the  23 time of the budget, did not have an in-school  24 suspension program. We added that for this year. And  25 so adding that in-school suspension program drove those</p>	<p style="text-align: right;">Page 51</p> <p>1 education audit, the contract review. And, in fact, of  2 that 717,000, about 650 of it is all of those fees. So  3 the Board of Education really is just the legal fees  4 and the audits and those things. All audits, except  5 the financial audit.  6 Looking at the superintendent department.  7 Again, that's primarily a classification of moving the  8 cabinet-level officers into the superintendent line  9 item. It also the addition of our chief operating  10 officer, Michael Gaal, who was not budgeted at the  11 original budget. Even though it's a smaller increase,  12 if you want to talk about business office, that's my  13 office. That includes two things. That's about  14 \$125,000 for our financial audit. For those of you who  15 know, our financial audit came in a lot more than we  16 expected, so the increase is there. As well as we've  17 added a Title funded compliance officer for the grants  18 and accounting. That's included in that line.  19 Security, the reason for the increase falls  20 into three buckets. It's very important that our  21 schools are secure and safe. That's something the  22 parents really value. So about a third of that is due  23 to adding a third shift of security. So you can  24 imagine we added a full third shift. The second third  25 is due to extra added security improvements to the</p>
<p style="text-align: right;">Page 50</p> <p>1 costs.  2 Looking at curriculum. So this is a big one.  3 This is all covered out of federal grants. So this is  4 twofold. This is for an improvement of instruction,  5 such as lead teachers and coaches. As well as we have  6 now recorded our teacher incentive fund payments to  7 teachers in here. So, as I've said, we've put the  8 entire approved budget within here. About four million  9 dollars, of the 6.2, is from the teacher incentive  10 fund. My guess is, when I come back on 6/30, we will  11 not have spent the full four million, but we did put  12 the entire budget in there.  13 Looking at instructional technology. That  14 is, again, an accounting reclassification, where we  15 moved lease payments on some computers, that we  16 purchased a couple years ago, into this line item.  17 Then supervisory of direct instructional  18 staff. We also were awarded a safe schools, healthy  19 schools grant, and so that is where the majority of  20 those costs are recorded.  21 Questions on the first expenditure slide?  22 Slide two. So Board of Education, just  23 wanted to talk about that one, since it's the Board of  24 Education. So you might wonder what the 717,000 is.  25 That is where we record all our legal fees, our special</p>	<p style="text-align: right;">Page 52</p> <p>1 schools. So we have put in about \$100,000 into  2 Pershing High School to fix and improve their security  3 system. We've added a lot better metal detectors and  4 things of that nature. And then the other third is, in  5 addition to our security staff, we also contracted with  6 Detroit Public Schools for their police services. So  7 we're still finalizing the price on this, so to be  8 conservative, we have put the worse case scenario what  9 we will pay, when that contract is finalized with the  10 Detroit Public Schools, so I would expect this number  11 to decrease, just so we have our worse case scenario.  12 Looking at transportation. Michael Gaal, our  13 chief operating officer, was able to find a lot of  14 deficiencies in the bus transportation program. We're  15 using bus passes in the high schools, which, my  16 understanding, a lot of students love and are asking  17 for. By doing that, we increased this transportation  18 management fees, and we found about \$700.00 in  19 transportation savings.  20 Staff personnel. So that's sort of a  21 catchall. Again, a lot of that is federal grant  22 funding. Of the million eight and change, about a  23 million and a half is from teacher incentive fund  24 grant, things like that. The incentive which we talked  25 about at the last board meeting and the professional</p>

<p style="text-align: right;">Page 53</p> <p>1 development. Some of the new teacher projects that 2 we're talking about today, those fall in there. 3 In the data processing technology. Again, we 4 received about \$500,000 grant to improve our data 5 processing and our data integrity, recording of it and 6 tracking, and so that is where we reported those 7 budgeted expenditures. 8 Questions? 9 <b>MS. STANCATO:</b> What's the difference between 10 our security services and those that we contract with 11 from DPS? 12 <b>MR. PIANKO:</b> So our security services, we 13 have a lot more of them. Detroit Public Schools, it's 14 their police services, so they're full police officers 15 who can make arrests and who can respond to 911 calls. 16 <b>MS. CONFORME:</b> They're the patrol cars that 17 are around. 18 <b>MS. STANCATO:</b> Okay. 19 <b>MR. PIANKO:</b> Other questions? 20 <b>CHAIRPERSON HAYES-GILES:</b> Okay. So if there 21 are no additional questions, I would just ask if 22 there's a motion to adopt Resolution 2015-14, which 23 will approve amendment one of the fiscal year 2015 24 budget, as presented by Mr. Pianko. Motion, please? 25 <b>MS. TREDER-LANG:</b> So moved.</p>	<p style="text-align: right;">Page 55</p> <p>1 Questions? 2 <b>CHAIRPERSON HAYES-GILES:</b> Okay. If there are 3 no questions, is there a motion to adopt Resolution 4 2015-15, which is approval for the district to receive 5 the best practices incentive payment for MDE. 6 <b>MR. WOOD:</b> So moved. 7 <b>CHAIRPERSON HAYES-GILES:</b> Is there a second? 8 <b>MS. TREDER-LANG:</b> Support. 9 <b>CHAIRPERSON HAYES-GILES:</b> Any discussion? 10 It's been moved and properly seconded. All in favor, 11 say aye. 12 (Board Members say aye.) 13 <b>CHAIRPERSON HAYES-GILES:</b> Those opposed, nay. 14 Okay. The motion carries. Next item? 15 <b>MR. PIANKO:</b> Moving on to the selection of 16 our auditors. So we went out to bid for our auditors. 17 It had been three years, so we submitted an RFP, posted 18 it on our website, posted on the state's website as 19 well or the state contract that they use to bid for 20 Michigan. We had four responses. One of the companies 21 was from Ohio, didn't seem like they really had enough 22 staff to handle it in this area, so we were down to 23 three finals. Raymond, Yoe and Yoe, and Plante and 24 Moran. Plante Moran being our current auditors brought 25 in the presentation, had enough staff their including</p>
<p style="text-align: right;">Page 54</p> <p>1 <b>MR. MORRIS:</b> Madam Chair, I would move that. 2 <b>CHAIRPERSON HAYES-GILES:</b> Is there a second? 3 <b>MS. GOSS:</b> Support. 4 <b>CHAIRPERSON HAYES-GILES:</b> Any discussion? 5 Okay. It's been moved and properly second. All in 6 favor of adopting Resolution 2015-14, approving fiscal 7 year 2015 budget amendment one, say aye. 8 (Board Members stated aye.) 9 <b>CHAIRPERSON HAYES-GILES:</b> Those opposed, nay. 10 Okay. The motion carries. 11 <b>MR. PIANKO:</b> All right. Now, moving on to 12 best practices, our auditor selection and two 13 contracts. First, talking about best practices, and 14 I'm not sure if anyone remembers, we also approved this 15 for last year. So, essentially, the Michigan 16 Department of Education says here's a list of best 17 practices. Pick seven that you're doing, make sure 18 you're doing them, which we are. Things like is our 19 budget transparency page up-to-date. Have we gone out 20 to bid for non-academic services, things of that 21 nature. And as long as you're doing seven of them, you 22 have a resolution, and you will get \$50 per student 23 extra, so this will result in \$322-ish thousand dollars 24 for the district. And, again, we got this last year as 25 well.</p>	<p style="text-align: right;">Page 56</p> <p>1 chancellor an myself and we were most impressed with 2 Plante Moran. One of the things I liked about Plante 3 Moran, they had proposed swapping out their partner and 4 their manager. So the plan that they are proposing is 5 now all K through 12. Their manager, she also deals 6 with a lot of these private grants in some of her other 7 school districts and schools, so those are more of our 8 technical accounting issues, and she really has a lot 9 of that experience, and so we were very impressed with 10 them. 11 Also, from my standpoint, their price was 12 very competitive, 49,000, as you see here. As an 13 example, Yoe and Yoe, I think, proposed 75,000. So 14 being we wanted to spend the money as best we can for 15 students, I also appreciated that their price was more 16 in line with our expectations. 17 Questions? 18 <b>MR. MORRIS:</b> Harry, just a comment on this. 19 You and I spent some time talking and thinking it 20 through. It's always a bit problematic to change 21 auditors. Plante Moran did a solid job for us. And as 22 points Harry just made, they added considerable talent 23 to the team, and I think we're getting what I would 24 consider to be an A team on educational issues. And 25 had a very reasonable price, which was a second run at</p>

<p style="text-align: right;">Page 57</p> <p>1 them on the pricing of the matter. So all in all, I  2 support Harry's recommendation and ask, if you're  3 waiting for a motion, Madam Chair, after you ask  4 questions, I would move it.  5 <b>CHAIRPERSON HAYES-GILES:</b> Well, we have  6 opportunity for discussions. If there are no  7 questions, I would accept your motion. Is there a  8 second?  9 <b>MS. TREDER-LANG:</b> Second.  10 <b>CHAIRPERSON HAYES-GILES:</b> Any further  11 discussion?  12 <b>MS. TREDER-LANG:</b> I just wanted to say that  13 the price per additional programs is very fair and  14 reasonable, too. So in case we have to refer to it.  15 <b>CHAIRPERSON HAYES-GILES:</b> So all in favor of  16 adopting Resolution 2015-16, approving Plante and Moran  17 as the district financial auditor, say aye.  18 (Board Members say aye.)  19 <b>CHAIRPERSON HAYES-GILES:</b> Those opposed, nay.  20 The motion carries. Next item?  21 <b>MR. PIANKO:</b> Moving on to our first of two  22 contracts, Institute for Student Achievement. So one  23 of the things that we really want to focus on here at  24 the EAA is getting our students college ready and  25 having them go to college. So we want to increase the</p>	<p style="text-align: right;">Page 59</p> <p>1 <b>MR. WOOD:</b> Yes, Madam Chairman.  2 <b>CHAIRPERSON HAYES-GILES:</b> Yes, Dr. Wood?  3 <b>MR. WOOD:</b> Perhaps the chancellor could go  4 into a little detail regarding this arrangement.  5 <b>MS. CONFORME:</b> Sure. And I'm also going to  6 ask Dr. Gabriela Gui to step forward. She's been  7 working very closely with the education, as well as our  8 high school principals, with a group leaders across the  9 district to examine whether this would be a good  10 initiative, and to ensure that we have the right  11 investments and capacity to be able to execute on it.  12 It is a whole school reform model. They provide  13 intense coaching in each of the subject areas in high  14 school. And they help organize the school in a fashion  15 that allows it to be more successful and provide more  16 personalized environments for students. So very  17 focused on creating teams of teachers, let's say, in  18 the core area that are working with the same group of  19 students. So not only can they coordinate the  20 curriculum and the instructional materials much more  21 tightly for students, but they can also talk about the  22 other services and supports that are placed to make  23 sure students succeed. So they help schools implement  24 the instruction advisories, and they create those  25 instructions to happen.</p>
<p style="text-align: right;">Page 58</p> <p>1 college readiness and increase the rate of students who  2 go to college. So instead of a professional  3 development program, a one-time thing or two times,  4 this is a whole, this is all-encompassing. So this  5 starts with assessments of the students. This  6 increases the attendance. They have, as you can see in  7 the contract, the majority of funds, they have people  8 on the ground to help with the curriculum. They come  9 in and they coach the teachers, they coach the  10 counselors, and so this is an all-encompassing program  11 to the students college ready and into college.  12 When you look at the dollar amounts, it's, I  13 believe, 982,000ish, where it is funded. This is a  14 two-year program, for this year and next year. So it  15 is funded out of Title II for this year, which is  16 professional development, and so \$350,000 has been  17 approved for this out of Title II. The remainder would  18 then be submitted for next year's federal grant budget,  19 which we have every reason to believe it will be  20 approved. We have our normal provision, as spelled out  21 in the stated term in here, stating that if the funds  22 are not available, we owe no more than what is approved  23 from the federal funds.  24 Questions?  25 <b>CHAIRPERSON HAYES-GILES:</b> Any questions?</p>	<p style="text-align: right;">Page 60</p> <p>1 I'm going to ask Dr. Gui to add on.  2 <b>DR. GUI:</b> Sure. I'm very familiar with the  3 school, because I have implemented the model in two of  4 the schools that I've led in Detroit. This is a school  5 reform model that's based on seven research-based,  6 evidenced based principals. A college preparatory  7 instructional program to provide all the students with  8 a rigorous curriculum, a rigorous-based curriculum  9 aligned with the common core place standard. An  10 extended day, an extended school year, which we already  11 have. A dedicated team of teachers and counselors that  12 provide consistency in terms of support for students.  13 Distributed counseling through the advisory piece.  14 Continuous professional development to establish a  15 collaborative professional learning community in which  16 teachers, counselors and school leaders participate in  17 job-embedded coaching and other professional  18 development opportunities. And parental involvement  19 and engagement in their child's education.  20 A last component of the ISA model is the  21 continuous organizational improvement through the use  22 of multiple sources of data to monitor program  23 implementation and student progress and performance of  24 comps. ISA has worked in the large urban school  25 district in Atlanta, Detroit, Minneapolis and New York</p>



<p style="text-align: right;">Page 61</p> <p>1 City. I have seen the ISA model in action in New York 2 and Atlanta and, again, here in Detroit. Again, I 3 think it's one of the more most solid restructured 4 models, and we're considering four of our high schools, 5 Southeastern, Pershing, Denby, and Munford to accept 6 this, to implement this turnaround model. 7 <b>MR. WOOD:</b> So this won't be system wide, this 8 will be the four high schools. 9 <b>DR. GUI:</b> Four high schools, the principals 10 and the leadership team and the teaching staff at these 11 schools have had meetings with ISA. No latter than 12 last week we had representatives from ISA coming to 13 Detroit. We had another meeting to make sure that 14 everybody understands and is ready to do the work. 15 There were two companies that bid in respond 16 to the school turnaround model RFP. Atlanta Impact was 17 noncompliant and, therefore, was not considered. And 18 the other one was the Educational Testing Services, 19 which is ISA, which is a division of ISA, met and 20 exceeded our expectations for complete comprehensive 21 turnaround model. 22 <b>MR. WOOD:</b> This sounds very exciting. It 23 sounds very exciting. And I, for one, Madam Chair, 24 would be interested in a more detailed report once 25 you've worked through some of those initiatives.</p>	<p style="text-align: right;">Page 63</p> <p>1 know -- you have to have the buy-in. The leadership 2 has to be in place. A broad set of leadership. You've 3 got to engage parents, and you've got to implement all 4 components. It's not a piecemeal approach. And that 5 is critical to the success. That's why we spent a lot 6 of time. This RFP was posted back in -- it's been a 7 couple months, at least. So a lot of conversation with 8 school staff around I want to know that this is a 9 commitment, because you have to actually do this work 10 and implement all components. 11 <b>MR. WOOD:</b> Just one final question, Madam 12 Chair. The number of people you're anticipating from 13 ISA being present and in schools? 14 <b>DR. GUI:</b> Yes, we will have content coaches 15 for the core subjects, English, science, math, social 16 studies, for all of the schools that will work with all 17 of the teachers two or three times a week, and then we 18 will have leadership coaches for the principals, we'll 19 work with the principals. 20 <b>MR. WOOD:</b> So a five-person teamS leading 21 into four high schools, 20 people, approximately? 22 <b>DR. GUI:</b> Yes, give or take. 23 <b>MR. WOOD:</b> Thank you, Dr. Gui. 24 <b>DR. GUI:</b> Thank you so much. 25 <b>CHAIRPERSON HAYES-GILES:</b> Thank you. Any</p>
<p style="text-align: right;">Page 62</p> <p>1 <b>MS. CONFORME:</b> Absolutely. 2 <b>MS. GOSS:</b> I just have one question, because 3 I know the ISA model. So there are places where it has 4 not been as successful. Can you talk about what the 5 barriers are? 6 <b>DR. GUI:</b> I've thought about this long and 7 hard, because ISA is very dear to me. Two things I can 8 point to. School leadership. It's not that they have 9 a model that you can say, okay, here's the formula, go 10 implement it and everybody who uses it is going to be 11 successful. You have to make it your own. It has to 12 feel right for your school community, and everybody 13 from the staff, parents, have to buy in to it. So 14 school leadership was essential. 15 Secondly, you have to give it time. I think 16 that in other school districts that we lacked 17 consistency with leadership at a top of those public 18 school districts, and so when another superintendent 19 came, he or she brought with him new programs, new 20 reform models, new people, new ideas, and so this kind 21 of fell off the interest. And so if you don't give it 22 three or four years to implement with fidelity, it's 23 just not going to work. 24 <b>MS. CONFORME:</b> And, you know, this commitment 25 part is what I have seen as well. It has to, you</p>	<p style="text-align: right;">Page 64</p> <p>1 further questions? If not, is there a motion to adopt 2 Resolution 2015-17, approving the Master Services 3 Agreement with the Institute for Student Achievement? 4 <b>MR. WOOD:</b> I would move that, Madam Chairman. 5 <b>CHAIRPERSON HAYES-GILES:</b> Is there a second? 6 <b>MR. MORRIS:</b> Second. 7 <b>CHAIRPERSON HAYES-GILES:</b> Any further 8 discussion? Hearing none, all in favor, say aye. 9 (Board members say aye.) 10 <b>CHAIRPERSON HAYES-GILES:</b> Those opposed, nay. 11 The motion carries. 12 I'm going to go back to you, Mr. Pianko. 13 <b>MR. PIANKO:</b> Okay. The second contract is 14 the new teacher project or TNTP. So for those of you 15 that remember, at the last board meeting we had 16 approved, basically, 426,000 to be funded out of Title 17 II for the Achievement Leadership Institute that we 18 presented to you. So we've added a couple pieces to 19 it. And what you see here is TNTP's request to take 20 those additional pieces and combine it all in to one. 21 So when you see the value of \$426,00, that already 22 includes that 426,000. 23 The two pieces that are being added are 24 additional coaching for our principals, as well as the 25 mien piece being the Dean's Academy. So one of the</p>

<p style="text-align: right;">Page 65</p> <p>1 great things about our teacher incentive fund, is it's 2 not just bonuses for our teachers, it also focuses on 3 career advancement and development of our staff. So 4 this Dean's Academy fits right into it, we're 5 developing that second level of deans where there's 6 that second level of management at the schools. And so 7 very similar to last time, the 426,000, out of the 8 712,000 for the Achievement Leadership Institute is 9 still covered under Title II. And the rest of that 10 with the Dean's Academy and coaching is covered out of 11 our teacher incentive fund grant. 12 <b>CHAIRPERSON HAYES-GILES:</b> Okay. Questions? 13 Okay. If we can get a motion then to approve the 14 amendment to the Master Services Agreement with the new 15 teacher project, if I can get a motion? 16 <b>MS. STANCATO:</b> So moved. 17 <b>CHAIRPERSON HAYES-GILES:</b> Is there a second? 18 <b>MS. GOSS:</b> Support. 19 <b>CHAIRPERSON HAYES-GILES:</b> All in favor, say 20 aye. 21 (Board Members say aye.) 22 <b>CHAIRPERSON HAYES-GILES:</b> All opposed, nay. 23 The motion carries. Thank you. 24 So that completes the financial update. But 25 you aren't going anywhere. You're really busy today.</p>	<p style="text-align: right;">Page 67</p> <p>1 page of non-renewals that the chancellor is 2 recommending. 3 <b>CHAIRPERSON HAYES-GILES:</b> Okay. Thank you. 4 Tyrone? 5 <b>MR. WINFREY:</b> Good afternoon. Again, Madam 6 Chair, Members of the Board, Chancellor Conforme. I'm 7 going to talk this time about the suspensions and 8 expulsion process, as well as student support teams. 9 This month we began highlighting the work of 10 our student support teams in an effort this year to 11 establish a baseline of metrics for reporting the 12 in-school and out-of-school suspensions. This is 13 extremely important. As EAA moves to address and 14 reduce and eradicate the school from prison pipeline 15 for young men of color, our suspension and expulsion 16 process is very key. 17 Also, due to the restructuring of staff and 18 code of conduct, we're discussing various measures 19 we're taking to help with this process. Prior to the 20 school year 2014-2015, the school had the autonomy to 21 give out school suspensions which ranged from one to 22 ten days. This autonomy and wide range had detriment 23 to students that included poor attendance and academic 24 performance. For the fiscal year 2014-2015, the 25 student code of conduct was created to initially obtain</p>
<p style="text-align: right;">Page 66</p> <p>1 Michael Gaal is not going to be here today, so Harry is 2 going to cover the human capital portion of the report, 3 and then Tyrone Winfrey is going to complete the 4 operations update. 5 <b>MR. PIANKO:</b> And as she said, Michael Gaal's 6 working very diligently. We have a visit from the 7 administer of our teachers' administrative fund, so he 8 asked that I present the human resource report. 9 Couple slides. So you can see the new hires. 10 And again, having the finance person point this out. 11 I'd like to point out all these positions are covered 12 within our budget, within our grant funds. These are, 13 basically, replacements for additions of new positions, 14 as the amendments of the federal grant funds were 15 added. 16 Looking at separations, you can see the 17 majority are resignations and then, unfortunately, we 18 did have the passing away of a great teacher, Brenda 19 Scott. 20 Looking at transfers, and again these are 21 people changing positions. The only one I'd like to 22 point out, the top one. So those of you may remember 23 that the principal at Nolan had resigned, and so the 24 assistant principal, Mr. Bagley, who does a great job, 25 is now the acting principal. And then, finally, is the</p>	<p style="text-align: right;">Page 68</p> <p>1 five specific goals. 2 Number one, reduce the amount of days the 3 school could suspend. Number two, reclassify certain 4 appropriate offense and align possible consequences. 5 Number three, eliminate classroom suspension K through 6 eight. Number four, require a central office person, 7 such as myself, to conduct a hearing of all school 8 suspensions for more than five days. And also, lastly, 9 number five, reduce the number of cases referred for 10 expulsion. 11 As you see with the chart here, this is our 12 high school suspension chart. This is for in-school 13 suspensions. This does not address expulsions or 14 suspensions that are over five days. As you see the 15 comparison with in-school and out-of-school suspension, 16 let's talk about those two differences before I talk 17 about the data. 18 The in-school suspension is where the 19 administrator may place a student within a school for 20 five days, when they are expected to continue with 21 their normal school work. The in-school suspension 22 process allows the school to keep students in school 23 while still accounting for their misbehavior or code of 24 conduct violations. Typical violations in the 25 in-school suspension may be tier one offenses. Tier</p>

<p style="text-align: right;">Page 69</p> <p>1 one offenses are described in the code of conduct,  2 disorderly conduct and so forth. Also, the  3 out-of-school suspension process, with a maximum of  4 five days for egregious violations such as tier two,  5 defacement of property, fighting, things of that  6 nature.  7 Tier three are required expulsions, which is  8 physical assault with a weapon or carrying or  9 assaulting a staff member. The information you see  10 here is normalized to show the number of students  11 suspended each day per 1,000 students. In essence, if  12 you were to look at all high schools together, per day,  13 for every 1,000 students, for instance, as you'll see  14 in March, 4.2 were suspended. February, 3.7 and so  15 forth.  16 Also, you'll see in the out-of-school  17 suspension, basically the steep climb in November.  18 This increase is attributed to the staff and student  19 acclimation of the new code of conduct, as well as  20 basically looking at a whole new system entirely, so  21 far as not suspending more than five days.  22 The in-school suspension numbers are much  23 lower due to the nature of the violations at the high  24 school level. We clearly show that we are keeping more  25 students in the school setting, which basically helps</p>	<p style="text-align: right;">Page 71</p> <p>1 basically look at these particular five areas. Number  2 one, the safe school, healthy students and school  3 climate grant, which was talked about earlier by  4 Mr. Pianko. Number two, look at weekly support school  5 meetings at our schools which we have at this juncture.  6 Number three, have an intervention alignment, making  7 sure our students, if they're suspended, in-school or  8 out-of-school suspensions, make sure when they come  9 back they have a corrected pattern of behaviors.  10 Number four, to network student school  11 structures providing vast and robust school leaders.  12 And then lastly, as Mr. Pianko also talked about,  13 having a dean seminar and academy, as discussed in the  14 TNTP amendment.  15 Any questions on this?  16 <b>MR. WOOD:</b> Yes, Madam Chairman. Tyrone, if  17 you could clarify. Students have to have a plan of  18 correction to improve their behavior. Could you talk a  19 little bit about the structure around that process,  20 please?  21 <b>MR. WINFREY:</b> My passion earlier was  22 graduation requirements, and this is my passion as  23 well. As you look at our students, when they commit  24 certain behaviors, and I've conducted a number of  25 hearings, and you talk to the student and you talk to</p>
<p style="text-align: right;">Page 70</p> <p>1 to eliminate that school to prison pipeline, so to  2 speak.  3 Although the data from last year is not as  4 robust as this year, we have seen a 50 percent  5 reduction in total out-of-school suspensions at the  6 high-school level. Also, to give you some numbers that  7 are not up there, as far as alternative replacement,  8 which is myself, as well as other individuals, with  9 parents, last year this time of the year, to date we  10 had 179 alternative suspension hearings. This year  11 we've only had 33. So far as expulsions at this time,  12 last year we had 37 expulsion cases. This year, by  13 March, we only had 13. Okay.  14 Any questions on this slide?  15 Okay. I'll go to the next slide, this is  16 kindergarten through eighth grade. You'll see a  17 similar pattern for K through eighth, but notes a  18 larger number of in-school suspensions. Again, because  19 in-school suspensions are normally associated with tier  20 one offenses, it is common to see a higher number for  21 this age group. Enclosed in the numbers captured by  22 the students, 14 will establish a baseline for  23 comparisons in the upcoming year per school.  24 As a way to address in-school and  25 out-of-school suspensions given by schools, we want to</p>	<p style="text-align: right;">Page 72</p> <p>1 the parent, and they are sitting there before you,  2 basically you're addressing what is happening in that  3 particular case. Not only do we need to address that,  4 but we also need to look at what is the plan of action.  5 So schools, basically, now have autonomy to have a plan  6 of action for each student to address goals, not only  7 the goals as to what the student should achieve for  8 each behavior, but the methodology for each goal. And  9 goal without methodology is only a dream that can say  10 I'll do better. But you have to set goals and  11 methodology. And lastly, have a set of outcomes.  12 Basically, what we are hoping to achieve with the  13 student. That plan of action is signed off by the  14 principal, the dean, as well as the parent as well as  15 the student.  16 <b>MR. WOOD:</b> I would just comment, that's often  17 a neglected step in the process of changing behavior.  18 So I would congratulate you and your team on that  19 initiative.  20 <b>CHAIRPERSON HAYES-GILES:</b> Thank you. Other  21 questions or comments?  22 <b>MS. GOSS:</b> I just wanted to say that the  23 reduction in the numbers of students who have been  24 suspended, both in school and out of school is really  25 impressive. So that's good.</p>

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1 **CHAIRPERSON HAYES-GILES:** Thank you. So  
2 thank you both, Mr. Pianko and Mr. Winfrey. So we'll  
3 now move to the next item on the agenda, and that is  
4 looking at the future meeting dates. And we have  
5 listed, we've identified some proposed meeting dates,  
6 and you can see them listed, as was recommended by  
7 Ms. Lang at the last meeting, that we meet every other  
8 month. You will see that we've got some  
9 recommendations here on dates.  
10 So is there a motion to adopt Resolution  
11 2015-20, approving the future meeting dates of the EAA  
12 Board of Directors and Executive Committee? Motion?  
13 **MS. STANCATO:** The February date should be  
14 2016, it says 2015.  
15 **MS. CONFORME:** Oh, my mistake. Okay.  
16 **CHAIRPERSON HAYES-GILES:** Mine does have  
17 2015.  
18 **MS. TREDER-LANG:** On the agenda.  
19 **CHAIRPERSON HAYES-GILES:** Yes.  
20 **MS. GOSS:** That was a resolution.  
21 **CHAIRPERSON HAYES-GILES:** I see with the  
22 resolution. Okay. Let me read the dates. June 30th,  
23 2015; Tuesday, August 25th, 2015; Tuesday, Thursday,  
24 October 27th, 2015; Tuesday, December 15th, 2015, and,  
25 Tuesday, February 23rd, 2016. Those are the dates

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1 being recommended. Do we have a motion?  
2 **MR. WOOD:** So moved.  
3 **CHAIRPERSON HAYES-GILES:** Is there a second?  
4 **MS. TREDER-LANG:** Second.  
5 **CHAIRPERSON GILES-HAYES:** Okay. All in favor  
6 say aye.  
7 (Board Members say aye.)  
8 **CHAIRPERSON HAYES-GILES:** Those opposed, nay.  
9 Okay. The motion carries. Thank you.  
10 Now, at this time for roll call, I'd like to  
11 have a roll call vote for purposes of going into closed  
12 session. And I'd like to entertain a motion that the  
13 board go into closed session, and this is pursuant to  
14 sections 8A and 8E of the Open Meetings Act to discuss  
15 a proposed settlement agreement involving pending  
16 litigation, and to consider the recommendation for  
17 nonrenewal of employment with employees requesting a  
18 closed session with the board. And I so move. Is  
19 there a second?  
20 **MR. MORRIS:** Second.  
21 **CHAIRPERSON HAYES-GILES:** Any discussion?  
22 All in favor, say aye.  
23 (Board Members say aye.)  
24 **CHAIRPERSON HAYES-GILES:** Opposed, nay. So  
25 the motion carries and we'll go into closed session.

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1 **MR. MORRIS:** So what we should be doing, on  
2 the phone, we should dial out and dial back in.  
3 **CHAIRPERSON HAYES-GILES:** Yes. If you would,  
4 you can hang up and give us a chance -- call back in in  
5 about five minutes. Give us a chance to move to the  
6 room where we have closed session and we will start  
7 immediately. So about five minutes.  
8 (Board in closed session at 3:38 p.m.)  
9 (Back on the record at 5:12 p.m.)  
10 **CHAIRPERSON HAYES-GILES:** We're going to call  
11 the meeting back to order. It is 5:12. We'll let the  
12 record reflect that, and I'm going to ask Mr. Winfrey  
13 if he will do a roll call, please.  
14 **MR. WINFREY:** Madam Chair, I will call the  
15 roll of the Board of Directors in alphabetical order.  
16 Board Member Carol Goss?  
17 **MS. GOSS:** Present.  
18 **MR. WINFREY:** Board Member Chairperson Joyce  
19 Giles?  
20 **CHAIRPERSON HAYES-GILES:** Present.  
21 **MR. WINFREY:** Chairperson Mike Morris? Board  
22 Member Dr. William Pickard? Board Member Roy Roberts?  
23 Board Member Dr. Kim Schatzel? Board Member Shirley  
24 Stancato?  
25 **MS. STANCATO:** Here.

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1 **MR. WINFREY:** Board Member Mary Treder-Lang?  
2 **MS. TREDER-LANG:** Present.  
3 **MR. WINFREY:** Board Member Timothy Wood?  
4 **MR. WOOD:** Present.  
5 **MR. WINFREY:** At this point, you do have a  
6 quorum.  
7 **CHAIRPERSON GILES-HAYES:** Okay. That's a  
8 quorum of the board. Will you do a roll call to see if  
9 we have a quorum for the Executive Committee.  
10 **MR. WINFREY:** Executive Committee members in  
11 alphabetical order. Board Member Carol Goss?  
12 **MS. GOSS:** Present.  
13 **MR. WINFREY:** Board Member Chairperson Joyce  
14 Hayes-Giles?  
15 **CHAIRPERSON HAYES-GILES:** Present.  
16 **MR. WINFREY:** Board Member Mike Morris?  
17 **MR. MORRIS:** Present.  
18 **MR. WINFREY:** Board Member Roy Roberts?  
19 Board Member Dr. William Pickard?  
20 **MS. CROCKETT:** I can't get Pickard.  
21 **CHAIRPERSON HAYES-GILES:** So that was Mike  
22 Morris. Okay. So we have a quorum. That's great.  
23 Okay. After meeting in closed session, so after  
24 meeting in closed session with those who requested a  
25 closed session meeting with the board, I'd like to

<p style="text-align: right;">Page 77</p> <p>1 entertain a motion to approve the resolution of the 2 human capital report as it was presented. 3 Is there a motion to adopt Resolution 4 2015-19? 5 <b>MR. WOOD:</b> So moved. 6 <b>CHAIRPERSON HAYES-GILES:</b> Is there a second? 7 <b>MS. GOSS:</b> Support. 8 <b>CHAIRPERSON HAYES-GILES:</b> Okay. Thank you. 9 Any discussion? All in favor say aye. 10 (Board Members say aye.) 11 <b>CHAIRPERSON HAYES-GILES:</b> Those opposed, nay. 12 The motion carries. After reviewing the terms of the 13 proposed settlement agreement with Aramark, I'd like to 14 entertain a motion to approve that agreement. And I 15 will -- 16 <b>MS. CROCKETT:</b> Hang on, we lost Mike. 17 <b>CHAIRPERSON HAYES-GILES:</b> Okay. We lost the 18 call. Okay. After reviewing the terms of the proposed 19 settlement agreement for Aramark, I'd like to entertain 20 a motion to approve that agreement. And I will accept 21 a motion at this time. 22 <b>MS. GOSS:</b> So moved. 23 <b>MS. STANCATO:</b> Support. 24 <b>CHAIRPERSON HAYES-GILES:</b> It's been moved and 25 properly second. All in favor, say aye.</p>	<p style="text-align: right;">Page 79</p> <p>1 <b>CHAIRPERSON GILES-HAYES:</b> Good afternoon. 2 <b>MR. FELTON:</b> Good afternoon. Okay. So 3 basically my question is, last meeting, in February, 4 there were four strategic initiatives announced. Today 5 there were two programs that were announced don't seem 6 to be necessarily connected to those, and that's not a 7 bill deal. But my real question is how does the board 8 and the chancellor plan to monitor progress of these 9 programs, as well as making sure that they deliver 10 value, because too often we see over and over again you 11 spend a lot of money and it has intended results but we 12 don't see that. So we don't track activities, we don't 13 track whether it delivers the value. I want to know 14 what the mechanism will be? Will it be reported here 15 on a regular basis or have you establish that? 16 <b>CHAIRPERSON HAYES-GILES:</b> That's one of the 17 things we said we would do, when the chancellor gave 18 the report and the board, we want periodic updates. 19 And there were metrics that were being looked at. 20 Do you want to respond to any of that, 21 Chancellor? 22 <b>MS. CONFORME:</b> Yes. So for every program 23 that we are initiating, not only are we bringing back 24 feedback and comments to the board, we're also 25 implementing an evaluation process for each of them.</p>
<p style="text-align: right;">Page 78</p> <p>1 (Board Members say aye.) 2 <b>CHAIRPERSON HAYES-GILES:</b> Those opposed, nay. 3 Okay. The motion carries. Thank you. 4 The next item on the agenda is the coalition 5 report, which I am going to defer. And I think you 6 know the coalition report was the one that was done -- 7 okay. I think we've lost Mike. 8 <b>MR. MORRIS:</b> No, I'm here. 9 <b>CHAIRPERSON HAYES-GILES:</b> It was the 10 collision for Detroit School of Children. We're going 11 to defer that, given the time of the day right now, and 12 the fact that more information should be forthcoming, 13 once the governor has had a chance to review and 14 respond and we'll discuss it and have some information 15 at that time, as it may impact the EAA. So with that 16 I'd like to then move to public comment. Mr. Winfrey? 17 <b>MR. WINFREY:</b> Madam Chair, you have five 18 public comment cards. And the first is Reverend John 19 Cummings. 20 <b>CHAIRPERSON HAYES-GILES:</b> Okay. And let me 21 just remind each one who wants to give comments, we 22 have three minutes per person to present and you said 23 we have the first one is Reverend John Cummings. I 24 don't see him. Next would be Mr. Frank Felton. 25 <b>MR. FELTON:</b> Hi, my name is Frank Felton.</p>	<p style="text-align: right;">Page 80</p> <p>1 We do that every time we enter into a contract. There 2 are either deliverables or metrics that have to be met 3 by the vendors. 4 Secondly, and more importantly, it's measured 5 by student outcomes, are these programs actually, as 6 you just said yourself, are they moving the needle. 7 <b>MR. FELTON:</b> So my final question would be: 8 Would these programs be laid out in away that we the 9 public can see how their progressing? In other words, 10 there's no accountability if there's no plan around 11 what things are supposed to be delivered or what 12 metrics are supposed to be delivered. So would that be 13 forthcoming at future meetings? 14 <b>MS. CONFORME:</b> As regular updates, that's 15 correct. 16 <b>MR. FELTON:</b> Have the plans been developed 17 already, because I've been here diligently, I haven't 18 seen any plan or schedule on programs yet. I know two 19 just got approved today. But I was thinking about the 20 strategic initiatives that you were going to outline 21 from February. Are there plans that the board is going 22 to track progress, or key deliverables that we can see, 23 yes, we're on track or not on track? 24 <b>CHAIRPERSON HAYES-GILES:</b> Yes. That's what 25 we're saying we'll be doing. We'll be holding the</p>

<p style="text-align: right;">Page 81</p> <p>1 chancellor accountable. She'll be providing updates to  2 us on a regular basis. The board is going to be  3 meeting more frequently now. We just agreed to meeting  4 every other month, and we would expect to have  5 information provided to us where we can track the  6 progress, yes.  7 <b>MR. WINFREY:</b> Madam Chair, that the time.  8 That's three minutes.  9 <b>MR. FELTON:</b> Thank you.  10 <b>MR. WINFREY:</b> Madam Chair, the next, per your  11 approval, Chad Stuart and Venita Singh would like to  12 come together.  13 <b>CHAIRPERSON GILES-HAYES:</b> I'm okay with that.  14 <b>MR. STUART:</b> Good afternoon. I'm a teacher  15 at Phoenix Multicultural.  16 <b>MS. SINGH:</b> I'm a parent at Phoenix  17 Multicultural Academy. My question is, I'd like to  18 know if Phoenix is up for charter? If so, what would  19 the process be, if it is authorized, what school  20 companies would you select, you know, for charter? But  21 also, would be able to be in the process of that  22 proposal as such, you know -- I'm sorry. I'm shy.  23 <b>MR. STUART:</b> So we're curious in what the  24 process would be. Would there be community involvement  25 in the process? Would there be specific companies</p>	<p style="text-align: right;">Page 83</p> <p>1 <b>MS. CONFORME:</b> When a school is chartered,  2 the staff would need to reapply for positions, because  3 it's now managed under a charter organization and a new  4 board. That does not mean that Phoenix is going to be  5 chartered. I want to be very clear about that.  6 <b>MS. SINGH:</b> Okay. I just want to make sure.  7 Thank you. That's all my questions. Thank you.  8 <b>MR. WINFREY:</b> Madam Chair, Bob Johnson.  9 <b>MR. JOHNSON:</b> Madam Chairman and Chancellor,  10 we just wanted to say thank you. We've partnered now  11 with EAA for a year and a half, and one of your schools  12 is one of the top performing schools in the nation, in  13 terms of what they're doing with the young people. The  14 Facebook following on Bethune, K-8 school has generated  15 requests for us from all over the world, and we're  16 truly thankful for our opportunity to be together with  17 you.  18 <b>CHAIRPERSON HAYES-GILES:</b> Thank you.  19 <b>MR. WINFREY:</b> Madam Chair, that concludes the  20 public comment cards.  21 <b>CHAIRPERSON HAYES-GILES:</b> Okay. That brings  22 us to a motion to adjourn the meeting. Is there a  23 motion?  24 <b>MR. MORRIS:</b> So moved.  25 <b>MR. WOOD:</b> Second.</p>
<p style="text-align: right;">Page 82</p> <p>1 assigned to the schools, and kind of what the idea is  2 right now for that process?  3 <b>MS. SINGH:</b> If you are doing any reserve on  4 it as well.  5 <b>MS. CONFORME:</b> Happy to respond. Good to see  6 you, again. I participated in a community meeting just  7 a couple weeks ago, the congress of communities that  8 southwest Detroit hosted, where I spoke to a number of  9 parents and community members about the future at  10 Phoenix. There were questions, and I think I got into  11 a very good dialogue. I said that there would be an  12 opportunity for the community to respond. We would not  13 make any decisions before having a school-based meeting  14 where it would be open to parents in the community,  15 should we move in that direction. And that would be  16 planned in the next couple weeks, as we got approval to  17 move forward into contracts with new boards. Our  18 chairperson will be involved in that process. And then  19 we would decide and have a community forum before  20 making any final decisions on anything related to  21 Phoenix and chartering.  22 <b>MS. SINGH:</b> Also, if it does become a  23 charter, would the staff be able to be involved with  24 the school or do they have to re-enroll, also, as  25 working there?</p>	<p style="text-align: right;">Page 84</p> <p>1 <b>CHAIRPERSON HAYES-GILES:</b> All in favor, aye.  2 (Board Members say aye.)  3 <b>CHAIRPERSON HAYES-GILES:</b> Thank you very  4 much. And we approved our next board meeting for  5 June 30th of 2015. Tuesday, June 30th. Thank you.  6 (The meeting concluded at 5:25 p.m.)  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25</p>

## 1 CERTIFICATE OF NOTARY

2 STATE OF MICHIGAN )

3 ) ss

4 COUNTY OF WAYNE )

5  
6 I hereby certify that I reported  
7 stenographically the foregoing proceedings  
8 and testimony under oath at the time and  
9 place hereinbefore set forth; that thereafter  
10 the same was reduced to computer  
11 transcription under my supervision; and  
12 that this is a full, true, complete and  
13 correct transcription of said proceedings.  
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21  
22 EARLENE POOLE-FRAZIER, CSR-2893

23 Notary Public,

24 Oakland County, Michigan.

25 My Commission expires: March 4, 2018

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